



## EXPLORING THE URGENCY OF TEACHING CAMPUS QUALITY FOR STUDENTS OF IKIP MUHAMMADIYAH MAUMERE

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### ABSTRACT

The Teaching Campus is a part of the Merdeka Campus program, which presents students from various universities to encourage the teaching and learning process in schools, especially for the elementary school education level, and provide opportunities for students to learn and develop themselves through activities outside the lecture class. IKIP Muhammadiyah Maumere also takes an important role in the teaching campus program by involving the students as pioneers in the teaching campus program. The research purpose of this paper is to find out the urgency of teaching campus quality to IKIP Muhammadiyah Maumere students and the programs participated by students of IKIP Muhammadiyah Maumere in Campus Teaching Activities. The research uses a descriptive qualitative method. The informants of the research involved campus teaching coordinators, field supervisors, and students of the campus teaching at IKIP Muhammadiyah Maumere. Data collection techniques used were observation, interviews, and documentation. Data analysis techniques include data reduction, data display, and data verification. The research results indicate that the urgency of the quality of teaching campus participants is measured by additional skills in the form of certificates of organizational/teaching, academic and non-academic achievements, and parental consent. Campus teaching participants must be able to manage classes and be able to manage time. Campus teaching participants receive financial assistance and recognition for 20 credits of courses that were obtained from the Ministry of Education. Teaching campus participants must be able to make a positive impact by helping the learning activities in schools, assisting school technology, and assisting technology-based school administration. Students participating in teaching campuses must have creativity and innovation that can create a generation of good workers. Campus teaching participants must have a good attitude and behavior. The programs run by Campus Teaching Participants IKIP Muhammadiyah Maumere are the Literacy and Numeracy Learning program, technology adaptation program, and School Administration Assisting program.

**Keywords:** campus teaching quality, higher education students, Merdeka campus program

## MENGGALI URGENSI KUALITAS KAMPUS BAGI MAHASISWA IKIP MUHAMMADIYAH MAUMERE

### ABSTRAK

Kampus Mengajar merupakan salah satu bagian dari program Kampus Merdeka yang menghadirkan Mahasiswa dari berbagai Perguruan Tinggi untuk membantu proses belajar mengajar di Sekolah, terkhususnya bagi jenjang pendidikan Sekolah Dasar dan memberikan kesempatan kepada Mahasiswa untuk belajar dan mengembangkan diri melalui aktivitas diluar kelas perkuliahan. Perguruan tinggi IKIP Muhammadiyah Maumere turut mengambil peran penting dalam program kampus mengajar dengan melibatkan mahasiswanya sebagai pelopor dalam program kampus mengajar. Tujuan penelitian pada artikel ini adalah untuk mengetahui urgensi kualitas kampus mengajar terhadap mahasiswa IKIP Muhammadiyah maumere serta program-program yang dijalankan oleh Mahasiswa peserta kampus mengajar IKIP Muhammadiyah Maumere dalam Kegiatan Kampus Mengajar. Penelitian menggunakan metode kualitatif yang bersifat deskriptif. Informan dalam penelitian melibatkan koordinator kampus mengajar, dosen pembimbing lapangan, dan mahasiswa peserta kampus mengajar IKIP Muhammadiyah Maumere. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Teknik analisis data berupa reduksi data, data *display*, dan verifikasi data. Hasil penelitian menunjukkan bahwa urgensi kualitas mahasiswa peserta kampus mengajar IKIP Muhammadiyah Maumere diukur dari keterampilan berupa sertifikat organisasi/mengajar, prestasi akademik dan non akademik, dan persetujuan orangtua. Mahasiswa Kampus Mengajar harus mampu mengelola kelas dan mampu mengatur waktu. Mahasiswa Kampus Mengajar menerima bantuan keuangan dan pengakuan untuk 20 kredit mata kuliah yang diperoleh dari Kementerian Pendidikan. Mahasiswa Kampus Mengajar harus dapat memberikan dampak positif dengan membantu kegiatan pembelajaran di sekolah, membantu teknologi sekolah, dan membantu administrasi sekolah yang berbasis teknologi. Mahasiswa yang mengikuti program Kampus Mengajar harus memiliki kreatifitas dan inovasi yang dapat menciptakan generasi pekerja yang baik. Mahasiswa Kampus Mengajar harus memiliki sikap dan perilaku yang baik. Program yang dijalankan Mahasiswa Kampus Mengajar IKIP Muhammadiyah Maumere berupa program pembelajaran literasi numerasi, program adaptasi teknologi, dan program membantu administrasi sekolah.

**Kata Kunci:** kualitas kampus mengajar, mahasiswa perguruan tinggi, program kampus merdeka

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## INTRODUCTION

Education is a very important thing for a country to improve the quality of the country itself, and to make the next generation of the nation knowledgeable and highly intellectual. Education can provide various kinds of changes for humans if the implementation is done correctly. Even though an educational program in Indonesia itself is not categorized as high, the government has made changes while adapting to the pandemic that has recently hit the whole world. (Qoulan Sadida, 2022).

In the field of education in Indonesia, there are various adaptations that students must go through, from kindergarten to college students. Initially, the implementation of teaching and learning activities was carried out offline, and then experts went online with the reason to distance themselves from each other, both teachers and students. But not far away, this policy has caused many differences between students. reviewing from this perspective, many students are difficult to reach with a network when carrying out online teaching and learning activities, and also many students do not yet have an Android cellphone to access online learning. Based on these problems, the government is trying to issue a new policy program to accommodate students as the nation's next generation to continue to hone their knowledge despite unavoidable limitations, by creating the Independent Learning-Independent Campus (MBKM) program. (Qoulan Sadida, 2022).

The Merdeka Campus Program is part of the Freedom to Learn policy by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia to provide opportunities for students to sharpen their abilities according to their interests and talents by going directly into the world of work in preparation for future careers. Within the Merdeka Merdeka Learning Campus program, there are excellent programs that students can take part in, one of which is the Teaching Campus Program. The teaching campus program was first known as the pioneer teaching campus, as a pioneering batch for the Teaching Campus program, this activity was felt as a great

breakthrough in the education sector which was having difficulty adapting to the state of education during this pandemic. (Dwina Alaphia, 2021).

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The Teaching Campus is a part of the Merdeka Campus program which presents students from various tertiary institutions to assist

the teaching and learning process in schools, especially for the Elementary School (SD) education level, and provides opportunities for students to learn and develop themselves through activities outside the lecture class. The Ministry of Education and Culture believes that all countries will see Indonesia as the first country that has the highest volume of students who dedicate themselves to serving their country through their contribution to teaching in schools. The 2021 Teaching Campus will be one of the government's biggest programs where Indonesian students make a major contribution to their country in improving the quality of learning in the next generation (Sandi Budi Iriawan, 2022).

In line with the statement above, Law Number 20 of 2003, concerning the National Education System, talks about regulatory arrangements relating to the world of education itself. Furthermore, Law Number 12 of 2012, concerning Higher Education, also talks about the atmosphere of governance of the higher education system. Especially in Government Regulation Number 04 of 2014 concerning the Implementation of Higher Education and Management of Higher Education and Presidential Regulation Number 8 of 2012, regarding the IQF (Chapter 1, article 1, paragraph 1-paragraph 8). These two regulations became the basic foundation for the birth of the teaching campus program by the current minister of education. A clearer reference is contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 3 of 2020, regarding the National Higher Education Standards along with the "Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 04/Kb/2020, Number 737 of 2020, Number Hk.01.08/Menkes/7093/2020, Number 420-3987 of 2020 Concerning Guidelines for Organizing Learning in the 2020/2021 Academic Year and 2020/2021 Academic Year During the 2019 Coronavirus Disease Pandemic (Covid-19)" (Sandi Budi Iriawan, 2022).

Based on the policies contained in the laws and government regulations above, and in line with the current condition of Indonesian

education, Indonesia is consciously in need of the assistance of various parties to move synergistically to make national education successful. This movement can be carried out by anyone including students to help schools, especially the elementary school level, to provide optimal learning opportunities for all students in limited and critical conditions during the pandemic. The path taken by the government through the minister of education is teaching campuses. The Teaching Campus aims to: first, provide opportunities for students to learn and develop themselves through activities outside the lecture class. Second, helping schools to provide optimal educational services to all students at the elementary level in limited and critical conditions during the pandemic. Third, provide optimal learning opportunities for all students at the elementary level in limited and critical conditions during the pandemic (Sandi Budi Iriawan, 2022).

The requirements for registering for a teaching campus are first, being registered as an active student at a tertiary institution under the auspices of the Director General of Higher Education. Second, at least in semester 4. Third, have a minimum GPA of 3 Scale 4. Fourth, come from an accredited tertiary institution. Fifth, at least be enrolled in a study program (prodi) with B accreditation. Sixth, experience in teaching, organization, and achievement is preferred. Seventh, state a letter of recommendation from the study program that is known by the higher education leadership. Eighth, have never attended a teaching campus. (Rofi Ali Majib, 2022).

One of the campuses that meets the requirements above is the Muhammadiyah Maumere Teaching and Learning Institute (IKIP). This college is one of the universities located in Indonesia, East Nusa Tenggara (NTT), Flores Region, Sikka Regency. Currently, IKIP Muhammadiyah Maumere has 2 faculties with 8 study programs. IKIP Muhammadiyah Maumere also takes an important role in the teaching campus program, by involving its students as pioneers in the teaching campus program. Some so many students have the desire to take part in the campus teaching program, but their desire is hindered by several things such as the limited quota given, and the minimum accreditation

status of study program B which is also a barrier for students. Furthermore, from the campus teaching batches 1 and 2 there was very much student interest, batch 1 (13 people) and batch 2 (47 people) were involved to register, but batch 1 (12 people) and batch 2 (24 people) were successful. The most serious problem is the problem regarding the allocation of places that are not by the participants' domiciles, causing some participants to resign (class 2 one person resigns). In addition, based on the results of pre-research observations, in addition to the problems above, other things also emerged here, namely related to the teaching campus program that had been implemented more or less 3 times but the problems of schools in underdeveloped, frontier, and infected areas (3T) had not been resolved.

It is based on this problem that the researcher wants to explore as deeply as possible regarding the urgency of a teaching campus which, from its packaging, is very attractive to students to take part in it. The research conducted by this researcher has never been done by anyone, usually, writings related to this research are in ordinary writings or other words, they are not yet in scientific writing.

## LITERATURE REVIEW

### The urgency of campus teaching quality

The Teaching Campus Program (KM) is a change from the Pioneer Teaching Campus Program (KMP) which has the same direction and goal, namely to provide solutions for elementary and junior high schools located in Front, Disadvantaged and Infected (3T) areas and those affected by the pandemic, hereinafter to empower students to develop their skills in helping schools, both helping teachers and school principals in implementing all learning activities amid the Covid-19 pandemic. By empowering students through these programs and activities, of course, they can increase the abilities/competencies of soft skills and hard skills students so that they are better prepared to devote themselves to society and by the demands and times to present generations or cadres with personality for the future of the nation and state. advanced and superior. (Shanty Handayani, 2021).

Nadiem stated that the Merdeka Learning Campus Merdeka (MBKM) program was created to add to the spirit of student leadership in facing challenges outside of Higher Education (Campus) and to present students to overcome problems in a new environment. Students participating in the Teaching Campus will learn to become learning leaders like educators in elementary or junior high schools. Nadiem said, "Keep learning in a new environment. Prospective leaders are not only those who are smart and have high GPAs but those who are open and learn and challenge themselves." (Neni Herlina, 2022).

With the continuous development of the world of education, of course, we will be faced with various kinds of problems, one of these problems is the low learning and teaching process. For education to continue to increase, the way out is to renew the quality of education itself. There are so many ways to improve the quality of education, including changing the curriculum, updating learning, and fulfilling educational facilities and infrastructure. (Heni Nopianti, 2021).

The Merdeka Campus Program (three stages) involving 72,011 people has seized the opportunity for around 62,765 people who are ready to be trained to become professional teachers. Impressed for the sake of the 'Teaching Campus', the Ministry of Education and Culture has neglected S1/D4 graduates who wish to become professional teachers through PPG. No one can guarantee that through short training before undergoing the 'Teaching Campus' program students will be able to master all pedagogical principles so that they behave like professional educators. (Hasanuddin Wahid, 2021).

Universities also benefit greatly from the Teaching Campus program. The advantage is that it supports universities to achieve key performance indicators. The main work indicator in question is the large number of students who get experience outside the campus. Private Universities (PTS) do not need to worry about loss of income because PTS will still be able to apply semester tuition fees. Not only students and universities, but lecturers also benefit. Those who register and are selected as supervisors will



receive incentives and activity supervisor certificates. (Ega Krisnawati, 2021).

### **Programs run by campus teaching participants**

The implementation of the campus teaching program class 1 in 2021 includes three main programs. The following are details of the main program implementation of the teaching campus program at SD Negeri 014 Palembang (Nurafani Rahayu Khotimah, 2021):

### **Teaching**

Help accompany grade 1 and grade 6 teachers in conducting online learning through the class Whatsapp Group. The subjects taught are thematic subjects, namely Mathematics, Indonesian, Science, Social Studies, SBdP, and Civics. In addition to assisting grade 6 teachers in supervising, correcting, and inputting grades from the School Final Examination online via the class Whatsapp Group.

### **Help technology adaptation**

Helping teachers provide technology-based learning, for example, broadcasting video-based learning media using laptops and sharing YouTube links. Apart from that, he also made teaching materials using PowerPoint 2013 animation. As well as guided students in using the WhatsApp group application in carrying out the online learning process. Introducing online learning media such as Zoom Meeting, Google Meeting, Gdrive (document), Google Classroom, and Google From to make online exams.

### **Helping school administration and teachers**

Fill in online learning reports using Microsoft Excel 2013 Software. Recap the results of learning activities as administrative completeness in learning, namely Learning Implementation Plans (RPP), Teaching Materials and Teaching Materials, Learning Media, Student Worksheets (LKPD), Evaluation/Assessment Instruments, and Evaluation Materials for each Learning Theme help teachers type and edit exam questions and exam grids for grade 4 students. Students help and prepare archives in Google Drive. In addition, students also help organize and tidy up the administration of the principal of the

school. The principal's administration includes administration relating to teaching, student affairs, staffing, finance, and administration relating to goods and equipment.

### **METHOD**

This type of research is field research with a qualitative approach. According to Jam'an Santori and Aan Komariah (2011), qualitative research is a research approach that reveals certain social situations by describing reality correctly formed by words based on techniques of collecting and analyzing relevant data obtained from natural situations. Meanwhile, according to Sugiono (2015) is data in the form of words, schemes, and pictures. The qualitative data of this research is the name of the address of the research object. To understand the phenomenon of what is experienced by the research subject. Descriptively in the form of words and language, in a special context on natural results. Researchers using qualitative writing methods in this study focused on the results of observations, documents, interviews, and selected informants. The researcher wants to explore as deeply as possible the existence of a teaching campus which, from its packaging, is very attractive to students to take part in it. The place for this research is the IKIP Muhammadiyah Maumere campus, with the reason that this research refers to IKIP Muhammadiyah Maumere students. This research began on February 15 to March 15, 2023.

This study uses two data sources, namely primary and secondary data sources. According to Sugiyono (2016), primary data is a data source that directly provides data to data collectors. Primary data from this study came from the Teaching Campus Coordinator of the Muhammadiyah Maumere Teachers' Training College, Field Supervisors, and Teaching Campus Student Participants. Furthermore, Sugiyono (2016) stated that secondary data is an indirect data source that provides data for data collection. The supporting documents for this research are as follows: Journals, Articles, News, and Campus Teaching Reports.

Procedure techniques and data collection in the form of observation, interviews, and documentation. Gaba et al (2014) stated that one

of the reasons for using the observation method in qualitative research is that it is possible to see and observe the phenomena that occur during the research yourself, then record behavior and events as they occur in real situations. The observations made by this researcher were carried out on campus. IKIP Muhammadiyah Maumere by directly observing the registration activities of the campus teaching program. Next step. Furthermore, according to Esteborg in Sugiyono's book (2016), an interview is a meeting of two people to exchange information or ideas through question and answer, so that meaning can be constructed on a particular topic. In conducting his interview the researcher conducted interviews with several predetermined data sources, namely, the Teaching Campus Coordinator of the Muhammadiyah Maumere Teachers' Training College, Field Supervisors, and Students Participating in the Teaching Campus

The final step is documentation. In this document study, the researcher collects data on campus. By Sugiyono (2011), it is explained that data collection techniques with documentation are recording events or various activities carried out during field observations and the results are in the form of drawings, writing, or monumental works. Data analysis techniques include data reduction, data display, and data verification.

## RESULTS AND DISCUSSION

### The Urgency of Campus Student Quality Teaching IKIP Muhammadiyah Maumere

According to Kartini Nisa the coordinator of the teaching campus in the interview, said that, "The Teaching Campus Program is a program designed by the Minister of Education to help schools that have a low minimum adequacy assessment (AKM). The purpose of teaching campus students is to deploy to overcome problems faced by schools, such as schools where students cannot read or write. Students who take part in the teaching campus program must have Organizational/Teaching Certificates, academic and non-academic achievements, health certificates, and parental permission letters, they must enter with other domiciles by policies from the Ministry of Education and Culture. From this statement, it can be seen that the urgency of the

quality of teaching campus participants is measured by additional skills in the form of Organizational/Teaching certificates for academic and non-academic achievements and parental permission letters.

Furthermore, Mrs. Kartini Nisa stated that "Students who will take part in the teaching campus program will directly learn from the realities that exist in school, such as how to deal with students, how to deal with students who are not well known to get to know them, and how to teach students from not knowing to know. Apart from this, students are also taught by professional teachers and school heads, about how a teacher manages a class and learns from the way the principal manages time or school management. From this statement, the researcher concluded that college teaching students must be able to manage classes and be able to manage time.

In addition, Mrs. Kartini Nisa stated that "There are three advantages for students participating in teaching campuses provided by the ministry of education, namely recognition of 20 credits of courses, living expenses assistance, and UKT. All students who take part in teaching campuses get 20 credits of courses without attending lectures.

According to Mr. Rikardus Nasa as Field Supervisor for the campus teaching IKIP Muhammadiyah Maumere, in an interview explaining, "Campus teaching is a very important program for students because by participating in a teaching campus program it means they have implemented one of the professional courses to become a teacher. Students are deployed to these schools to gain experience and at the same time, they have an impact, a positive impact on the school. The positive impact is given in terms of helping the school related to learning, technology, and school administration. Based on the information provided by Field Supervisors, it can be concluded that campus participants teaching IKIP Muhammadiyah Maumere must be able to have a positive impact by assisting learning activities in schools, assisting school technology, and assisting technology-based school administration.

Mr. Rikardus Nasa further explained "The skills that students acquire during campus

teaching activities can be maintained or brought on to the world of work, as long as it is necessary to hone these abilities or skills continuously, for example, teaching skills need to be trained. There are many more abilities that students will get, it all depends on what programs they run there. Based on this explanation, it was concluded that students participating in teaching campuses must have creativity and innovation that can create a generation of good workers.

According to participants from the Maumere Muhammadiyah Teachers' Training College teaching campus in an interview explaining "As a teaching campus participant, he must set an example about time, order, and discipline. he always gives attention and impacts to students who lack knowledge, cannot yet read, cannot count, or do not yet speak good Indonesian by guiding or teaching these students. Based on the information obtained from the teaching dictionary participants, it can be concluded that teaching campus participants must have good attitudes and behavior.

### **The program carried out by Student Participating Campus Teaching IKIP Muhammadiyah Maumere**

Based on the results of observations and documentation, the Campus Teaching Program activities were carried out in approximately 5 months with fellow students from various universities and various study programs. The programs implemented are First, Increasing Literacy and Numeracy, Second, Helping with technology adaptation, Third, Helping school administration, Fourth, community service around the school environment and the Community. Based on the data obtained, it was concluded that the programs being implemented were the Literacy and Numeracy Learning Program, the technology adaptation assistance program, and the School Administration Assistance Program.

### **Discussion**

#### **The Urgency of Teaching Campus Student Quality IKIP Muhammadiyah Maumere**

##### **a. Have Teaching Skills (Organizational/Teaching Certificate)**

Teaching skills are basic skills that must be owned by teachers and attached to their profession as a result of the educational process organized by educational institutions (Yusuf Abdul, 2022). Furthermore, Aina Mulyana (2020) in her writing concluded that teaching skills are skills related to all aspects of teacher abilities which are closely related to various teacher tasks in the form of skills to provide stimulation and motivation for students to carry out activities by the teacher is a skill to guide, directing, building students in learning to achieve educational goals that have been determined in an integrated manner.

Students who have an organizational/teaching certificate are considered to have the standard competencies needed in a campus teaching program. IKIP Muhammadiyah Maumere students who take part in the teaching campus program register themselves by the requirements issued by the Ministry of Education, namely by attaching their organizational/teaching certificates. Most students from IKIP Muhammadiyah Maumere enroll in the teaching campus program using certificates obtained from intra-campus organizations (IMM, KCK, and HMPro). In line with Nadia's explanation (2021) that the certificates that have been obtained by students are collected and converted into values for student graduation requirements. This means that IKIP Muhammadiyah Maumere students who pass the teaching campus program by submitting an organizational certificate get value related to the skills obtained in the organization through the conversion of their certificates.

IKIP Muhammadiyah Maumere students who have become partners in the Teaching Campus program are promoted to elementary education level schools to help the school, both students and teachers in learning activities in the form of guidance to students who cannot read, count or write.

Various information was obtained through the campus teaching report. The presence of campus participants teaching IKIP Muhammadiyah Maumere at schools that are facing problems or schools that require the presence of teaching campus participants is very helpful. The presence of students participating in

the Maumere Muhammadiyah IKIP teaching campus can overcome the problems faced by the school, both problems related to students' knowledge in reading and calculating through study guidance which is carried out every day at school and home.

#### **b. Have Academic and Non-Academic Achievements**

Academic achievement is an achievement that results from competitions or competitions carried out by students or students that are closely related to formal education at school or college while non-academic achievements are achievements that are produced not from the results of academic competition. Non-academic achievements can be obtained through various extracurricular activities or organizations at school. The scope of non-academic achievements is much wider than academic achievements because non-academic activities are also very diverse (Yusuf Abdul, 2022). In addition, Yunita Indawati (2022), in her writing, explains that academic achievement is the result that has been achieved after teaching something scientific in nature, while non-academic achievement is the opposite.

Academic and non-academic achievements are part of the standards used by the Ministry of Education to recruit students to participate in teaching campus programs. IKIP Muhammadiyah Maumere students who have academic and non-academic achievements have the performance required by the Ministry of Education to carry out the teaching campus program. David A. Garvin in Ibnu (2022), explains that performance is a dimension of quality related to the main characteristics of a product. From this explanation, we can see that IKIP Muhammadiyah Maumere Students who enroll in the teaching campus program with the provision of Academic and Non-Academic Achievements are said to be able to carry out their duties on the teaching campus to help School Parties who are facing problems. The ability of students is measured through the student's GPA (GPA of 3.00 or more than 3.00 and above.) Meanwhile, non-academic achievement is measured through organizational

certificates.

#### **c. Have Parental Permit**

Parental consent is a letter sent by an individual to a particular agency or organization. This letter contains approval or the granting of parental/guardian permission to someone to participate in certain activities at a school, campus, or organization (Romi Subhan, 2022). In addition, Dwi Latifatul Fajri (2022) in his writings explains that parental permission is used for a child's needs when still in school or college. Parental consent is an official letter that has clear contents and objectives. School-related and organizational activities require parental or guardian consent. This parental consent letter is sent to a particular school, agency, or organization. This permission letter is important so that parents know and are responsible for their children participating in various activities.

Students who have passed the registration stage and are ready to carry out the teaching campus program will get a parental permit, to run the Teaching Campus program for a predetermined length of time. Students who get legal permission from their parents are the responsibility of the campus if something happens to the student.

#### **d. Course Recognition 20 credits**

Recognition is an acknowledgment of student learning activities outside the campus and equating it with the credits of elective courses in the study program curriculum. The purpose of recognition is to recognize learning activities outside the campus that are equivalent to regular lecture credits (Suhendrayatna, 2020).

Students participating in the Maumere Muhammadiyah Teachers' Training College teaching campus who run the campus program teach at the target school for 5 months and do not take part in lectures with friends or lecturers supporting courses on campus get the Recognition advantage of 20 credits for courses that have been determined by the study program or faculty. The study program or faculty will give a course value of 20 credits on the assessment obtained by the students participating in the teaching campus in the teaching campus program.



**e. Able to Give a Positive Impact**

The positive impact is the desire to persuade, convince, influence, or impress other people with the aim that they follow or support good wishes (Desi Elviana, 2017). In addition, Sinta Hariyanti (2015) explains that a positive impact is an impact that has been considered good by the organizers and or is appropriate or good according to others.

Students who have met the requirements of the teaching campus program and have succeeded in becoming campus teaching participants are said to be able to overcome the problems faced by the school. Campus-participating students teaching IKIP Muhammadiyah Maumere were able to have a positive impact on the target schools. Impact on the school. The school is not only students, it can be teachers, and employees at the school. The positive impact is given in terms of helping teachers, students, or the school related to learning, technology, and school administration.

**f. Assisting Technology-Based School Administration**

School administration is the arrangement and utilization of all school resources effectively and efficiently in the implementation of education so that educational goals in schools are optimally achieved (Aida Nahar, 2016). While technology is a human tool to achieve goals. Technology was created to simplify or expedite a job (Purwanto, 2009).

Assisting the administration of technology-based schools is one of the core programs implemented by teaching campus students. Campus students teaching IKIP Muhammadiyah Maumere must know the field of technology, such as knowing using Microsoft Word, Microsoft Excel, and Microsoft PowerPoint. The abilities possessed by these students can help the school in learning.

**g. Have Creativity and Innovative**

Creativity is a person's ability to give birth to something new in the form of ideas or real works that have never existed, in new forms, or combination with things available. While Innovative is the ability to innovate, namely

introducing new things or new findings from existing or previously known. An innovative thing must be useful for the innovator or other people (Trisna Wulandar, 2022).

In addition, Rochmat Wahab (2019) states that creative students are students who are characterized by creative personalities, creative or literal or divergent thinking (novelty and usefulness), and produce creative works. Meanwhile, innovative students are students who are characterized by the ability to experiment, think innovatively, and produce innovations at all levels.

Students participating in teaching campuses have a creative and innovative spirit in helping the school in dealing with problems. The problem of the low learning interest of students in the library is due to the lack of a bustling room atmosphere that attracts the attention of students to enter and learn. Like the condition of the walls that look normal or the arrangement of books that are not neat. To overcome this problem, campus students teaching IKIP Muhammadiyah Maumere created a program to solve this problem, by sticking interesting pictures on the walls of the library and tidying up the books in the library according to the subject matter. In addition, students participating in the teaching campus of IKIP Muhammadiyah Maumere also made a book of student visit schedules and made picket schedules to keep students safe while in the library.

**h. Have a Good Attitude and Morals.**

Attitude is part of the behavior that underlies and influences how a person interacts and reacts to situations and the surrounding environment. In everyday life, attitude plays an important role in how other people see and treat us (Fitriyani, 2023). Meanwhile, morality is a system that regulates the actions and patterns of human attitudes in living everyday life (Ayu, 2021).

Students participating in the Teaching Campus of IKIP Muhammadiyah Maumere must have good attitudes and morals while at the location of the Teaching Campus Program activities. This good attitude and character will be an example and can be imitated by students. As a

teaching campus participant, you must set an example about time, order, and discipline.

Campus-participating students teaching IKIP Muhammadiyah Maumere has a good attitude and can be imitated by students. good attitudes that can be imitated by these students are related to exemplary school rules (attending and leaving school on time). Campus participants teaching IKIP Muhammadiyah Maumere also taught students about the importance of respecting school cleanliness by disposing of trash in its place.

### **Programs conducted by Campus Participating Students Teaching IKIP Muhammadiyah Maumere**

The programs carried out by campus participants teaching IKIP Muhammadiyah Maumere are:

#### **a. Literacy and Numeracy Learning**

Numerical literacy is the ability or skill to develop knowledge and skills to use mathematics confidently in all aspects of life. Numerical literacy includes knowledge, skills, behavior, and positive behavior (Sri Wahyuningsih, 2021). The importance of literacy and numeracy activities for students with the aim that students can gain broad knowledge or new knowledge (Jessi Claudia Boe, 2023).

Literacy and numeracy learning is the core program of implementing the teaching campus program that must be carried out by teaching campus participants. In implementing this numeracy literacy program, campus students teach from the IKIP Muhammadiyah Maumere Campus to run a numeracy literacy program in the form of guidance to students in learning and counting.

Apart from that, the Maumere Muhammadiyah Teachers' Training College Students also designed additional programs related to numeracy literacy. The additional program is to set up a reading cottage. The reading huts that are established will be a place for students to read or study with the various books that have been provided. As explained in the Madium Class 1 Penitentiary (2023), Pondok Baca is a place to increase knowledge and knowledge through books.

Furthermore, the students participating in the Teaching Campus also held school cleaning activities to create a clean and comfortable school environment for the school or guests visiting the school. In the writings of Nanang Ajim (2014), explains that the school environment is very influential on teaching and learning activities in schools. A clean school environment will affect student learning, students will feel comfortable and more enthusiastic about learning.

#### **b. Assisting Technology Adaptation**

Educational Technology is a combination of the use of computer hardware and software with educational theory and practice to facilitate learning (Robinson, 2018).

Helping technology adaptation is a core program of implementing campus teaching programs. In implementing this technology adaptation program, campus students teaching from the IKIP Muhammadiyah Maumere Campus run a technology adaptation program in the form of guidance to teachers who do not fully understand how to use computers, and how to use Microsoft Word and Microsoft Excel.

#### **c. Helping School Administration**

The school administration is all activities starting from control, management, and regulatory activities that involve the cooperation of several parties so that the purpose of establishing a school to provide education through the teaching and learning process can run well (Pijar, 2021).

In carrying out programs related to school administration, campus students teaching IKIP Muhammadiyah Maumere help tidy up books in the library room, make a schedule for keeping busy activities, and make a list of school guests.

### **CONCLUSIONS AND RECOMMENDATION**

Based on the results and discussion, it was concluded that: The urgency of the quality of teaching campus participants is measured by additional skills in the form of Organizational/Teaching certificates for academic and non-academic achievements and parental consent. Campus teaching participants must be able to manage classes and be able to manage

time. Campus teaching participants receive financial assistance and recognition for 20 credits of courses obtained from the Ministry of Education. Teaching campus participants must be able to make a positive impact by helping with learning activities in schools, assisting school technology, and assisting technology-based school administration. Students participating in teaching campuses must have creativity and innovation that can create a generation of good workers. Campus teaching participants must have a good attitude and behavior.

The programs run by campus participants teaching IKIP Muhammadiyah Maumere are the Literacy and Numeracy Learning program, the Program to Assist in technology adaptation, and the Program to Assist School Administration. Recommendations for the government must continue to run the campus teaching program with new policies, to create the next generation of high-quality nations for the country. Furthermore, recommendations for schools must provide opportunities for participating campus teaching students to develop themselves so that they can have a positive impact on the school. then for the Campus, it should pay more attention to students in increasing their interests and talents, so that students develop their interests and talents early.

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